

CHAPTER 3

STRANDS OF THE SOCIAL STUDIES FRAMEWORK

In this chapter, each strand in the social studies framework is discussed in depth. The following information is presented for each strand in each of the grade ranges (K-4,5-8, and 9-12):

- **Guiding Questions** in the left column indicate what all students should know. Each Guiding Question is keyed to one or more of the Show-Me Knowledge (Content) Standard. (Both the Show-Me Knowledge and Performance Standards are presented above on pp. xiii-xvi.)
- **Skills statements** in the center column indicate what all students should be able to do. Each of these skills statements is keyed to one or more of the Show-Me Performance (Process) Standards. Using their professional judgment, teachers may teach one or more of the skills in combination with one or more Guiding Questions.
- Optional learning activities suggest ways of teaching content in the Guiding Questions using the skills of the Show-Me Performance (Process) Standards. Teachers may adapt these activities to their classes or create their own activities. They may also adapt the activities into performance assessments.

ORGANIZATIONAL "ROAD MAP"

Each of the strands begins with a K-12 Content Overview, which is presented in a format like that in Figure 5a. Following that page, information is presented on what students should know and be able to do as a result of their studies in the levels K-4, 5-8, and 9-12.

Number of Strand

Name of Strand

I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

K-12 Content Overview

This strand raise important questions for social studies students/citizens to be able to address:

- What are governments?
- What purposes do governments serve? How do people differ about what those purposes should be?
- How do governments vary in their forms and processes?
- How is government organized in the United States, and how does it work?
- What purposes do/should constitutions serve?
- What principles of government and society are basic to democracy in the United States?
- How do/should those principles and domestic politics affect the lives of Americans?
- How is the world organized politically?

The term *governance system* pertains to the people and processes involved in making, enforcing, and interpreting ruler *Governments* are those formal *governance* systems that make rules big upon the people living within a *territory*. The rules of *governments* are found in *laws, court* decisions, regulations, and traditions.

Governments address many purposes: resolving disputes, deciding how land and other scarce resources shall be used, providing for public safety, and promoting certain social values, to name a few. In our society, the values promoted by federal and ssk *governmen*k are reflected in such *documents as the* Declaration of Independence and Constitution, in *such speeches* as Lincoln’s Gettysburg Address, and in the *decision-making* processes of many *organizations*. Other political systems are based upon *similar* or *different* values, with the *results* having profound *consequences* for the lives of *their citizens or subjects*.

This *strand* is important *because* it is focused on helping young people *understand* and apply the *fundamental* principles upon which *our* political *system* is based. *If schools* fail to help *students* grasp and internalize such matters, the future of *our* republic could well be *in jeopardy*.



SOCIAL STUDIES
K-12

FIGURE 5a. Strand Overview

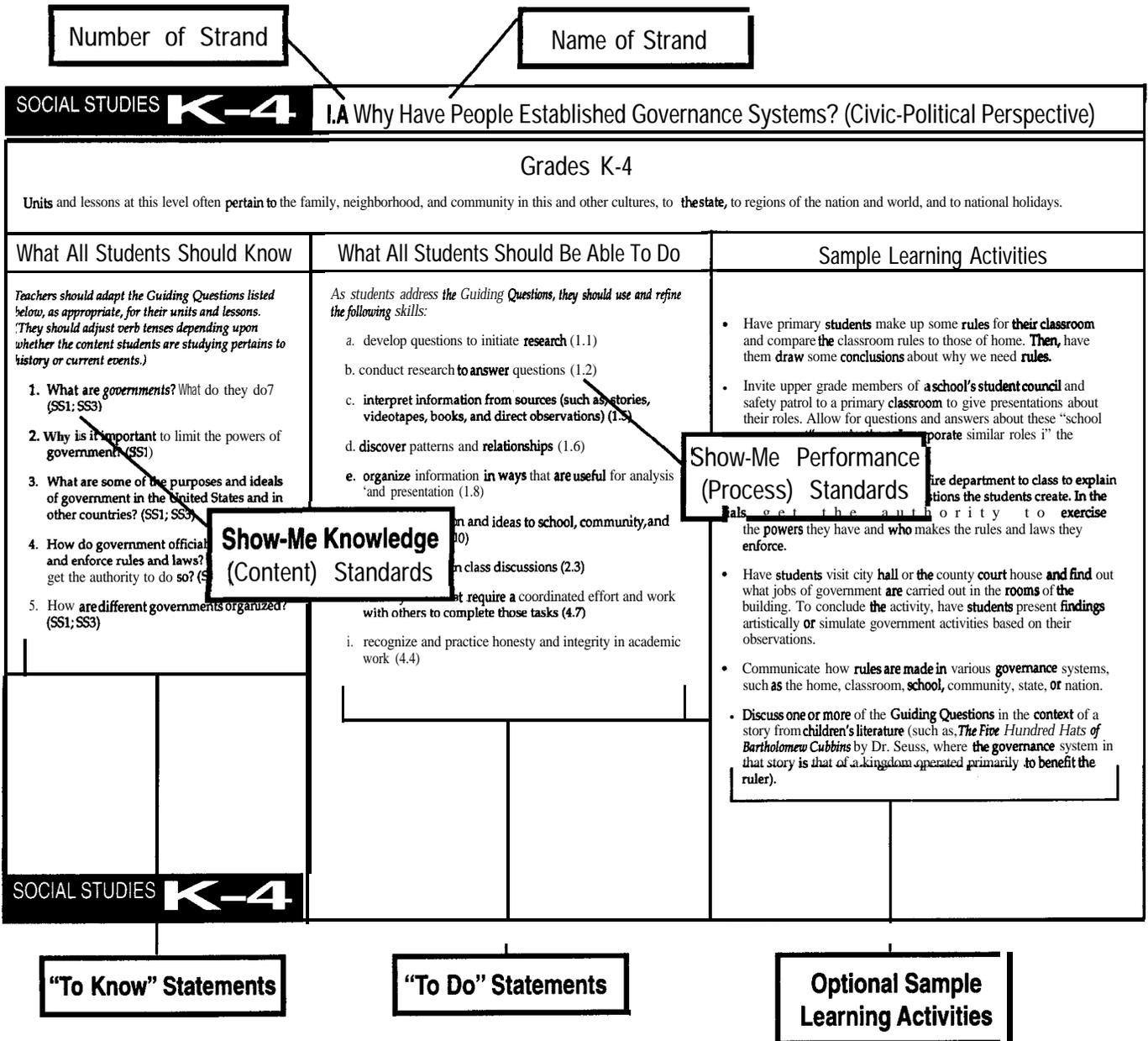


FIGURE 5b. Strand Components

On the very top of each page, the framework lists the name of the strand.

On the first page for each strand, inside the box, the framework presents the “K-12 Content Overview,” a brief rationale for the strand.

On the second page and subsequent pages for each strand, information is presented on what students should learn and be able to do for levels K-4,5-8, and 9-12. The level is indicated in the upper left corner of each page.

On the first page of each level for a strand, inside the box under the strand title, information is presented that indicates what is typically emphasized in the level in social studies programs. Local school districts may choose to emphasize similar or different content.

In the left-hand column of all pages that follow the first page for each strand, the framework presents recommendations with regard to “What Students Should Know” by the end of the grade range by listing Guiding Questions. **The numbers assigned to Missouri’s Show-Me Knowledge (Content) Standards for Social Studies that relate directly to a Guiding Question are listed in parenthesis behind the Guiding Question.**

In the central column of all pages that follow the first page for each strand, the framework presents recommendations with regard to “What Students Should Be Able to Do” by listing skills students should be able to use competently by the end of the grade range. **The numbers assigned to Missouri’s Show-Me Performance (Process) Standards focused on thinking processes that relate directly to a skill are listed in parentheses behind the skill.**

In the right-hand column of all pages that follow the first page for each strand, the framework presents optional “Sample Learning Activities,” which may be used to teach the content and skills listed in the left-hand and central columns. The activities model a fundamental assumption of the framework committee: namely, that good teaching in social studies should combine both an emphasis on knowledge and an emphasis on process. That is, the activities in the right-hand column represent a synthesis of ideas from the left-hand and central columns.

PRESENTATION OF THE STRANDS

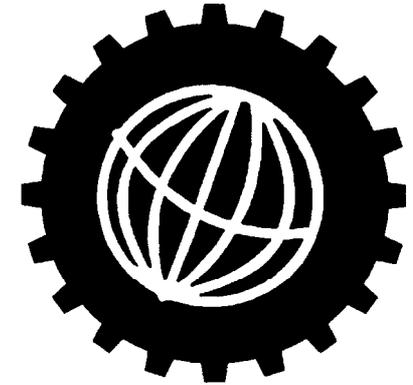
Beginning on the next page, the strands of the social studies framework are presented in the same format as that shown in Figures 5a and 5b.

I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- What **are** governments?
- What purposes do governments serve? How do people differ about what those purposes should be?
- How do governments vary in their forms and processes?
- How is government organized in the United States, and how does it work?
- What purposes do/should constitutions serve?
- What principles of government and society are basic to democracy in the United States?
- How do/should those principles and domestic politics affect the lives of Americans?
- How is the world organized politically?



The term *governance* system pertains to the people and processes involved in making, enforcing, and interpreting rules. *Governments* are those formal governance systems that make rules binding upon the people living within a territory. The rules of governments are found in laws, court decisions, regulations, and traditions.

Governments address many purposes: resolving disputes, deciding how land and other scarce resources shall be used, providing for public safety, and promoting certain social values, to name a few. In our society, the values promoted by federal and state governments are reflected in such documents as the Declaration of Independence and Constitution, in such speeches as Lincoln's Gettysburg Address, and in the decision-making processes of many organizations. Other political systems are based upon similar or different values, with the results having profound consequences for the lives of their citizens or subjects.

This strand is important because it is focused on helping young people understand and apply the fundamental principles upon which our political system is based. If schools fail to help students grasp and internalize such matters, the future of our republic could well be in jeopardy.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. What are <i>governments</i>? What do they do? (SS1; SS3) 2. Why is it important to limit the powers of government? (SS1) 3. What are some of the purposes and ideals of government in the United States and in other countries? (SS1; SS3) 4. How do government officials make, apply, and enforce rules and laws? How do they get the authority to do so? (SS1; SS3) 5. How are different governments organized? (SS1; SS3) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions to initiate research (1.1) b. conduct research to answer questions (1.2) c. interpret information from sources (such as, stories, videotapes, books, and direct observations) (1.5) d. discover patterns and relationships (1.6) e. organize information in ways that are useful for analysis and presentation (1.8) f. apply information and ideas to school, community, and everyday life (1.10) g. exchange ideas in class discussions (2.3) h. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) i. recognize and practice honesty and integrity in academic work (4.4) 	<ul style="list-style-type: none"> • Have primary students make up some rules for their classroom and compare the classroom rules to those of home. Then, have them draw some conclusions about why we need rules. • Invite upper grade members of a school’s student council and safety patrol to a primary classroom to give presentations about their roles. Allow for questions and answers about these “school government” organizations. Incorporate similar roles in the governance of the classroom. • Invite officials from the police or fire department to class to explain what they do and respond to questions the students create. In the process, discuss where those officials get the authority to exercise the powers they have and who makes the rules and laws they enforce. • Have students visit city hall or the county court house and find out what jobs of government are carried out in the rooms of the building. To conclude the activity, have students present findings artistically or simulate government activities based on their observations. • Communicate how rules are made in various governance systems, such as the home, classroom, school, community, state, or nation. • Discuss one or more of the Guiding Questions in the context of a story from children’s literature (such as, <i>The Five Hundred Hats of Bartholomew Cubbins</i> by Dr. Seuss, where the governance system in that story is that of a kingdom operated primarily to benefit the ruler). • Create a chart that shows how a government — school district, city, county, state, or national — is organized.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
		<ul style="list-style-type: none"> • Make up a story about a community that has an undemocratic governance system and communicate by picture or dramatization what life would be like in that place. • After participating in or observing the mock trial of a fictional character from children’s literature, such as Goldilocks, describe the procedures courts use in reaching decisions. Then, raise questions to discuss with an attorney.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How is *limited government* different from *unlimited government*? How do people's lives vary under those systems? (SS1; SS3)
2. What is/should be the nature and purposes of constitutions? (SS1; SS3)
3. What essential ideas of American constitutional government are expressed in the Declaration of Independence, the United States and Missouri Constitutions, and other writings? (SS1)
4. How are national, state, and local governments organized in the United States? What are their powers? What do they do? How do/should they impact upon people's lives? (SS1; SS3)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

- a. develop questions to initiate and refine research (1.1)
- b. conduct research, including field inquiries, to answer questions and evaluate information and ideas (1.2; 1.3)
- c. interpret information from sources (such as, documents, newspapers, videotapes, books, and direct observations) (1.5)
- d. organize information into useful forms for analysis or presentation (1.8)
- e. compare institutions of past and present societies (1.9)
- f. apply acquired information and ideas to different contexts (1.10)
- g. plan and make presentations for a variety of purposes and audiences (2.1; 2.2)
- h. exchange information and ideas while recognizing the perspectives of others (2.3)
- i. identify problems and define their scope and elements, develop and apply strategies in preventing and solving problems, and evaluate the extent to which the strategies address the problem (3.1-3.4; 3.7; 3.8)

Sample Learning Activities

- Using a Venn diagram or some other method, compare two governments, one of which is an example of a *limited government*, the other of which is an example of *unlimited government*.
- After examining the United States or Missouri Constitutions, deduce what purposes constitutions serve and what life would be like in societies having very different constitutions.
- Given information about the people who live in a country in need of a new government, create a constitution for that country
- Collect newspaper articles that illustrate limitations placed on the powers of government officials. Describe the purposes of such limitations and evaluate whether they effectively accomplish those purposes.
- Draft a constitution to govern a class or school club using parliamentary procedure in the process.
- Design and carry out a simulation of a city council meeting, a Congressional hearing, a school-wide mock election, or a courtroom trial based on study of political processes.
- Produce booklets paraphrasing the Declaration of Independence for an audience of younger students.
- Conduct interviews of local government officials to learn about their powers and responsibilities and how they attained their offices. Report findings in student-authored booklets to be bound and placed in the school library.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>5. How do/should people get the authority to make, interpret, execute, and enforce rules and laws? (SS1; SS3)</p> <p>6. What is the place of law in the American constitutional system? How should laws be made and evaluated? (SS1)</p> <p>7. How are decisions made and disputes prevented and resolved by governments in the community, state, and nation? How should those processes be evaluated? (SS1; SS3)</p> <p>8. How may <i>shared powers political systems</i>, like that of the United States, be compared to <i>parliamentary political systems</i>, like those of Canada and Great Britain? (SS1; SS3)</p> <p>9. How is the world divided into <i>nation-states</i>? (SS3; SS5)</p>	<p>j. apply values of government found in documents shaping United States constitutional democracy (freedom, justice, equality, concern for the common good, domestic tranquility, etc.) (4.2; SS1)</p> <p>k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)</p> <p>l. recognize and practice honesty and integrity in academic work (4.4)</p>	

Grades **9-12**

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What are competing ideas regarding purposes of governments and other *governance systems*? What purposes should governance systems serve? (SS1; ss 3)
2. What are essential characteristics of limited and unlimited governments? What importance do rule of law, *civil society*, political freedom, and economic freedom have under those systems? (SS1; SS3)
3. What are/should be the nature, purposes, and uses of constitutions? (SS1; SS3)
4. How are power and responsibility distributed, shared, and limited among the levels of government established by the United States Constitution? How are the local, state, and national governments

What All Students Should Be **Able To Do**

*As students address the Guiding Questions, they should use and **refine the following** skills:*

- a. develop questions to initiate and refine research (1.1)
- b. conduct research, **including field inquiries**, to answer questions and evaluate information and ideas (1.2)
- c. interpret information from sources (such as, documents, newspapers, videotapes, CD-ROMs, laser disks, on-line services, books, and direct observations) (1.5)
- d. organize information into useful forms for analysis or presentation (1.8)
- e. compare institutions of past and present societies (1.9)
- f. apply acquired information and ideas to different contexts (1.10)
- g. plan and make presentations for a variety of purposes and audiences (2.1; 2.2)
- h. exchange information and ideas while **recognizing** the perspectives of others (2.3)
- i. identify problems and define their scope and elements, develop and apply strategies in **pre-**venting and solving problems, and evaluate the extent to which the strategies address the problem (3.1-3.4; 3.7; 3.8)

Sample Learning Activities

- By poster, mobile, or dramatization, contrast essential characteristics and ways of life under *limited governments* (constitutional democracies) and *unlimited governments* (authoritarian and/or totalitarian dictatorships).
- Compare constitutions of different nations.
- Observe government activities, news broadcasts, C-SPAN, and other sources: to describe processes of federal, state, or local government; to project consequences of the processes; and to evaluate those consequences in the light of specific criteria based on *values* expressed in the United States Constitution.
- Track current events taking place in nations that are experiencing major breakdowns in their political systems in order to compare conditions of life under anarchic conditions with conditions of life in the United States today
- Examine speeches of major candidates for elective office in order to draw inferences about what they believe are the most important purposes of government. Optional extension: Create a press release presenting a major position of the candidate.
- Examine primary source documents from the **Revolutionary** and Constitutional Era in United States history. Determine which ideas from those documents are found in governing documents of other nations.
- Identify a political issue for in-depth study, define it, relate it to democratic values, identify alternative solutions, and decide how it should be resolved.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>organized in the United States? (SS1; SS3)</p> <p>5. How do people attain positions of power and leadership in governance systems? What factors support or limit their power? (SS3)</p> <p>6. What is the place of law in the American constitutional system? How does/should law protect the rights of individuals? (SS1; SS3)</p> <p>7. What values and principles are basic to American constitutional democracy? Where may they be found? How do/should they impact upon the practices of government? (SS1; SS3)</p> <p>8. Why do democratic values and principles sometimes come into conflict with one another? How do/should governments and citizens deal with such issues? (SS1; SS3)</p> <p>9. What implications follow from the world being organized as a system of nation-states? (SS3; SS5)</p>	<p>j. apply values of government found in documents shaping United States constitutional democracy (freedom, justice, equality, concern for the common good, domestic tranquility, etc.) (4.2; SS1)</p> <p>k. analyze issues and make decisions using <i>jurisprudential thinking</i>, which entails determining: the facts of the case, the relevance and credibility of factual claims; the meanings of terms/laws relevant to the case; the relevance of democratic values and Constitutional principles; the relationships of those values and principles to one another; different points of view; and the probable consequences of decisions (1.2; 1.6; 1.7; 3.1-3.8; 4.1; 4.2)</p> <p>l. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)</p> <p>m. recognize and practice honesty and integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> • Listen to raps or look at works of art that depict social problems. Create a rap or work of art that provides solutions.

I.B Why Have People Established Governance Systems? (Social-Cultural Perspective)



K-I 2 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- What human needs do governance systems address?
- How does the **culture** of a society impact upon its governance system?
- How does the governance system of a society impact upon its culture?
- In this society, what issues exist with regard to government? How should the issues be resolved?

In all groups and societies people have created governance systems, which serve important social functions, such as keeping peace and order and making rules to prevent conflict and promote the group's or society's values. Governance systems not only tend to reflect the cultural values and beliefs of the societies in which they are found, they also have the power to serve as powerful forces for social change or stability. Such power gives rise to social issues whose resolution may have a profound impact on people's life options.

This strand is an important one for students because they all belong to and participate in a variety of social groups. In addition, they all are certainly part of a culture, this culture. This strand should be used to help students understand and evaluate the role and actions of governance systems in those groups and in this and other cultures. Such understandings are important for understanding the social world and also for analyzing and evaluating one's own roles in it.

Grades K-4

Units and lessons at this level often pertain to the family neighborhood, and community in this and other **cultures**, to the state, to regions of the nation and world, and to national holidays.

35

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should <i>adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. Why do groups have rules? Why do societies have laws and governments? (SS3; SS6) 2. How do governments affect people's lives? (SS3; SS6) 3. How does a society's rules reflect the diversity and commonalities of the backgrounds of its citizens? (SS6) 4. How should rules and laws be judged? (SS1; SS3; SS6) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, discover patterns, and evaluate information and ideas (1.2) c. comprehend and evaluate information from different sources, written, visual, and oral (1.5; 1.7) d. organize information and ideas into useful forms for analysis and presentation (1.8) e. apply acquired information and ideas to the school and everyday life (1.10) f. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) g. identify problems and develop strategies to address them (3.1; 3.2; 3.3) h. evaluate the extent to which rules resolve the problems for which they were constructed, assessing their costs, benefits, and consequences (3.7; 3.8) i. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) j. recognize and practice honesty and integrity in academic work (4.4) 	<ul style="list-style-type: none"> • Communicate by picture, story, or dramatization what would happen in a family or class without rules or a community without laws and government. • As a class, research rules and laws that affect businesses in the local community (i.e., franchise rules for fast food restaurants, hours and wage laws, etc.) • Retell nursery rhymes, a popular story or literature selection about a character who did not adhere to rules. Evaluate the consequences of such behavior for the character and the others in the story Possible books that may be used for this activity include <i>Cranberry Thanksgiving</i> by Wendie and Harry Devlin, <i>The Chocolate Touch</i> by Patrick Skene Catling, and <i>J.T.</i> by Jane Wagner. • Brainstorm a list of rules and laws found in this community. Then, students make a rules/laws hierarchy, placing the most important rules/laws on top and the least important rules/laws on the bottom, and justify their placement of rules. • As problems arise in the classroom, make rules to address the problems, and evaluate how well the rules work. • Read or listen to stories from literature pertaining to peoples from diverse cultures. Compare how group decisions are made in the stories from the various cultures. Possible sources that may be used with this activity include <i>Sing Down the Moon</i> by Scott O'Dell, <i>Twenty and Ten</i> by Claire H. Bishop, and <i>The Animal Family</i> by Randall Jarrell.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography

36

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. Why do groups have governance systems that make decisions binding on their members? (1.3; 1.6) 2. Why are politics, law, and government found in all societies? How do governments prevent and resolve conflicts and try to meet personal and social needs? (1.3; 1.6) 3. How have diversity and commonalities in the backgrounds, values, and beliefs of the American people influenced the organization, processes, and decisions of governments in the United States? (1.1; 1.3; 1.6) 4. How do political decisions lead to social and cultural change? How does social and cultural change impact on political decisions? (1.1; 1.2; 1.3; 1.6) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, discover patterns, and evaluate information and ideas (1.2; 1.6) c. use technological and other resources to locate information (1.4) d. comprehend and evaluate information from different sources, written, visual, and oral (1.5; 1.7) e. organize information and ideas into useful forms for analysis and presentation (1.8) f. apply acquired information and ideas to different contexts (1.10) g. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) h. identify problems and develop strategies to address them (3.1; 3.2; 3.3) i. reason inductively from a set of specific facts and deductively from general premises j. evaluate the extent to which actions of governance systems resolve the problems for which they were constructed, assessing their costs, benefits, and consequences (3.7; 3.8) 	<ul style="list-style-type: none"> • Find and explain political cartoons that show various ways in which governments affect people’s lives. • After brainstorming a list of government’s major social functions, find in the news media examples of the government carrying out those functions. • Participate in a newspaper and magazine scavenger hunt to find examples of the many varieties of law. • Investigate one United States Government social program to determine what problems it was designed to address, the services it provides, current controversies with regard to it, and how it may be evaluated. • Hypothesize how the United States government has treated one or more of the nation’s subcultures and verify the accuracy of the hypothesis through historical studies. • Investigate the immigration policies of the United States in order to find out what types of people are given priority for entrance into the country to compare rules of today to those of the past, and to determine the relationship between society and the laws it passes.

What All Students Should Know

What All Students Should Be **Able To** Do

Sample Learning Activities

- k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)
- 1. recognize and practice honesty and integrity in academic work (4.4)

Grades 9-12

Required courses at this level often pertain to United States history, world history civics or government, and world geography

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What are common characteristics of all governance systems? (SS3; SS6)
2. How do distinctive aspects of cultures influence the development, operations, and decisions of their governance systems? (Distinctive aspects of a culture include such elements as patterns of human relationships, social class structures, and dominant and minority beliefs and values.) (SS6)
3. How do decisions of governance systems affect individuals, groups, and society? (SS6)
4. What social problems have governance systems tried to resolve? What have been the results of their efforts? How should those results be judged? (SS2; SS7)

What All Students Should Be **Able To Do**

*As students address the Guiding Questions, they should use and **refine the following** skills:*

- a. develop questions and ideas to initiate and refine research (1.1)
- b. conduct research to answer questions and evaluate information and ideas (1.2)
- c. use technological and other resources to locate information (1.4)
- d. comprehend and evaluate information from different sources, written, visual, and oral (1.5; 1.7)
- e. discover and evaluate patterns and relationships in information, ideas, and structures (1.6)
- f. organize information and ideas into useful forms for analysis and presentation (1.8)
- g. apply acquired information and ideas to different contexts (1.10)
- h. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)
- i. identify problems and develop strategies to address them (3.1; 3.2; 3.3)
- j. evaluate the extent to which actions of governance systems resolve the problems for which they were constructed, assessing their costs, benefits, and consequences (3.7; 3.8)

Sample Learning Activities

- Draft a list of the major functions governments perform that are important for society based on analysis of **constitutions**, newspaper articles, and other sources. Predict implications for society if governments would cease to carry out those functions. Evaluate the predicted **consequences**.
- After investigating current and historical examples of how law influences human relationships, communicate in any of a variety of formats whether law should be used as a tool for changing people’s behaviors and attitudes.
- Trace the development of laws affecting immigration to find how prevailing values of the times influenced legislation and how such legislation affected demography and culture.
- Compare social class systems prior to and following major political and social revolutions in history. Draw **conclusions** on whether the class system was a contributing cause of the revolution and whether the revolution modified the social class system in substantial ways.
- In collaboration with other students, design, implement, and report results of a research project focused on the questions, “What social conditions do democracies need in order to flourish? To what extent are those conditions present today in the United States?”

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>5. What major social problems confront societies today? How are they being addressed? How should they be addressed? (SS2; SS7)</p> <p>6. What social conditions do democracies need in order to flourish? (SS6; SS7)</p>	<p>k. plan and make written, oral, and visual presentations (2.1)</p> <p>1. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)</p> <p>m. recognize and practice honesty and integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> • This activity has four phases: (1) Students write answers to these questions: “In what areas of your life do you have the power to make important decisions?” “In what areas of your life do other individuals or organizations have power or authority over you?” “What are the sources of power or authority that you and others possess?” (2) Groups of five or fewer students compare responses and compile master lists of governance systems that have power over their lives and list the sources for their power. (3) The groups share their lists with the entire class. (4) Students, in groups or individually, analyze the governance systems listed for common characteristics, and use those common characteristics to arrive at a common definition for all governance systems and to categorize different kinds of governance systems. (Note: The term “<i>buses of power</i>” in the glossary includes important ideas for this activity.) • As a variation on the preceding activity, identify organizations that exert power over the lives of students, including, but not limited to governments, families, schools, classes in school, athletic teams, marching bands, and places of work. For several of those organizations research and describe their decision-making processes, or compare two of those organizations using some graphic organizer like a <i>Venn diagram</i>. Based on the analysis, list characteristics common to the governance systems of all of those organizations.

I.C Why Have People Established Governance Systems? (Historical Perspective)



K-I 2 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- How and why have governance systems and conceptions of government changed or remained stable?
- How and why have concepts and processes of democracy changed in some ways over time?
- How and why have the rights and responsibilities of citizenship changed in some ways over time?
- How have individuals and groups effected change in governance systems?

When people examine political systems from historical perspectives, they are engaged in thinking about how the systems have changed over time, why and with what consequences. Such a perspective is important for citizens in a democracy because political systems do change, and the changes they undergo often impact significantly on the lives of the people. The Germany under the **Weimar** Republic of the 1920's was replaced by the Germany of the Nazis in the 1930's. The republic of the United States of the early 19th century has evolved into a very different system in the 20th century and that system will certainly undergo change in the future.

Possession of a historical perspective is needed for wisdom in examining current issues. It helps citizens to place events of the day in broader contexts, to compare events and institutions, to comprehend current institutions and issues by learning how they came to be, and to understand that human decisions have consequences, which sometimes turn out to be different from what was intended. If "eternal vigilance is the price of liberty," having a historical perspective increases the probability that vigilance will be exercised responsibly

Grades K-4

Units and lessons at this level often **pertain** to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

41

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should adapt the Guiding Questions listed below, as appropriate, for USE in their units and lessons.</p> <ol style="list-style-type: none"> 1. What common symbols, values, and beliefs have helped unify this and other nations? (SS1; SS2; SS3; SS6; SS7) 2. How have individuals and groups struggled to achieve democratic ideals? What did they stand for? How successful were they in accomplishing their goals? What character traits did they have which helps explain their success? (SS1; SS2; SS6; SS7) 3. How have changes in communities and in communications, transportation, and other technologies led to changes in government and in the responsibilities of citizens? (SS2; SS3; SS7) 	<p>As students address the Guiding Questions, they should use and refine the following skills:</p> <ol style="list-style-type: none"> a. develop questions to initiate research (1.1) b. conduct research to answer questions and discover patterns (1.2; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. comprehend information from different sources - written, oral, and visual (1.5) e. evaluate the accuracy of information and the reliability of its sources (1.7) f. organize information into useful forms for analysis and presentation (1.8) g. plan and make written, oral, and visual presentations (2.1) h. exchange information, questions, and ideas (2.3) i. understand and explain the rights and responsibilities of citizenship (4.2) j. analyze the duties and responsibilities of individuals in societies (4.3) k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) <ol style="list-style-type: none"> 1. recognize and practice integrity in academic work (4.4) 	<ul style="list-style-type: none"> • Read to primary students about the Pilgrim experience, and have them-list and summarize specific changes in the way of life that the Pilgrims experienced. Then, discuss why the Pilgrims were willing to risk their lives to come to America. • Identify and communicate in any of a variety of ways symbols of the local community, a city, Missouri, the United States, or other nations (such as, a Pony Express rider for St. Joseph, the U.S. capitol for Washington, D.C., the American flag for the United States, or Queen Elizabeth for the United Kingdom). • After reading or listening to biographies of Americans who were influential in the forming of the United States Government, prepare to introduce them to parents or classmates. • Trace changes in communications and transportation that took place over the past 100 years, and communicate how those changes presented new problems for governments to address. Then, predict advances in these areas that will likely occur in the future, and devise solutions by law or other means to the problems that these advances may cause. • Create dioramas or other concrete representations to dramatize key moments in local, state, or national history that pertain to changes in or caused by government. Describe how those changes affected individuals and families.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history and world or regional geography

42

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons.</p> <ol style="list-style-type: none"> 1. What kinds of political systems have people created? How and why have those systems changed over time? Why might they change in the future? (SS1; ss2; ss3; SS7) 2. How did the United States Government come to be formed? (SS2) 3. What do the major principles of government found in the Declaration of Independence and Constitution mean? (SS1) 4. How have democratic principles and ideals evolved and influenced historical events and developments? (SS1; SS2) 5. How have the rights and responsibilities of citizens changed over time in the history of the United States? (SS1; ss2; SS7) 6. How have specific individuals played important roles in effecting change in the processes of government? What were their aims, challenges, and accomplishments? (SS2; SS3; SS7) 	<p>As students address the Guiding Questions, they should use and refine the following skills:</p> <ol style="list-style-type: none"> develop questions and ideas to initiate and refine research (1.1) conduct research to answer questions, discover patterns, and evaluate information and ideas (1.2; 1.6) use technological tools and other resources to locate, select, and organize information (1.4) comprehend information from different sources - written, oral, and visual (1.5) evaluate the accuracy of information and the reliability of its sources (1.7) organize information into useful forms, such as flowcharts and timelines, for analysis and presentation (1.8) compare institutions and traditions of past and present societies (1.9) h. plan and make written, oral, and visual presentations (2.1) i. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) j. examine and evaluate problems and proposed solutions from multiple perspectives (3.6; 3.7) 	<ul style="list-style-type: none"> Place major events that led to the creation and expansion of democracy in the United States in correct locations on a timeline. Compare the pure democracy of Athens with the representational democracy of the United States using a <i>Venn diagram, Diamante, or</i> some other format. Create a series of posters portraying key events pertaining to the expansion of rights and freedoms in the United States. Compare the rights and responsibilities of two people of similar stations in life, but from two different historical eras. Conduct research on a person who played a role in the formation and development of government. Then, prepare a persuasive presentation on that person's contributions, create a play focusing on his or her accomplishments, or prepare a resume for that person. Examine the legal status of different racial and ethnic groups in the United States at different points in U.S. history. How do their relative positions compare? How have their positions changed? What issues remain?

What All Students Should Know

What All Students Should Be **Able To** Do

Sample Learning Activities

- k. understand and explain the rights and responsibilities of citizenship (4.2)
- l. analyze the duties and responsibilities of individuals in societies (4.3)
- m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)
- n. recognize and practice integrity in academic work (4.4)

Grades 9-12

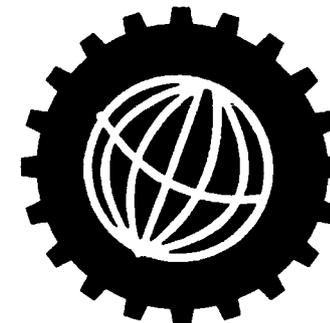
Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

44

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units and lessons.</i></p> <ol style="list-style-type: none"> 1. How have political philosophies and ideologies emerged and influenced historical developments in different political systems? (SS2; SS3) 2. How and why have <i>limited</i> and <i>unlimited governments</i> changed over time? (SS2; SS3) 3. What major purposes of government may be inferred from such documents as the Declaration of Independence, the United States Constitution, and other political writings? (SS1) 4. How have <i>democratic ideals</i> and their observance changed over time and influenced events in the history of the United States and other nations? (SS1; ss2; SS7) 5. How have the qualifications, rights, and responsibilities of citizens and noncitizens of different ethnic and gender groups changed over time in the United States and other places? 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1 .1) b. conduct research to answer questions, discover patterns, and evaluate information and ideas (1.2; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. comprehend information from different sources -written, oral, and visual (1.5) e. evaluate the accuracy of information and the reliability of its sources (1.7) f. organize information into useful forms, such as flowcharts and timelines, for analysis and presentation (1.8) g. compare institutions and traditions of past and present societies (1.9) h. apply acquired information and ideas to different time and place contexts (1.10) i. plan and make written, oral, and visual presentations (2.1) j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Translate for younger students primary documents from formal English into less formal English or other forms they could understand. • Design organization or flow charts to show various systems of governance used throughout the world’s history. Identify advantages and disadvantages of each system from the perspectives of people living in those systems. • Analyze the contrasting views of philosophers such as Thomas Hobbes (<i>Leviathan</i>) and John Locke (<i>Two Treatises on Government</i>); predict how political systems vary when based on the different philosophies; and relate contemporary governments to each philosophy • Based on research into historical leaders, assume the role of one such leader and convey to an audience the leader’s beliefs about the role of government in society. Optional extension: Have students dramatize hypothetical inter-views with one or more leaders using a format like that on “Meet the Press.” • Trace the presence and influence of <i>democratic values</i> during different eras of United States history, showing how those values related to matters of public policy. • Study and critique William McNeill’s thesis in <i>Pursuit of Power</i> that warfare promoted the development of central-ized governments and nation-states.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>How has law been used as a mecha-nism for elevating or restricting minority rights? (SS1; SS2; SS7)</p> <p>6. How have changes in technology affected political processes and given rise to political issues? How may some of those issues be analyzed, evaluated, and used to inform decision-making and action-taking on public issues of today? (SS2; SS7)</p> <p>7. What role(s) have individuals, groups, and organizations played in forming and changing governments and political systems? What were their aims, challenges, and accomplishments? (SS1; SS2; SS3)</p> <p>8. Why have there been variations over time with regard to how much people rely on governance systems to make binding decisions affecting their lives? (SS2; SS7)</p>	<p>k. examine and evaluate problems and proposed solutions from multiple perspectives (3.6; 3.7)</p> <p>l. understand and explain the rights and responsi-bilities of citizenship (4.2)</p> <p>m. analyze the duties and responsibilities of indi-viduals in societies (4.3)</p> <p>n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)</p> <p>o. recognize and practice integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> • After investigating “original intent” and “broad construc-tion” interpretations of the United States Constitution, debate the topic, “Resolved: That the United States Constitution should be interpreted broadly to be useful in our world today” • Plan and carry out a research project to test this hypoth-esis: People in our community rely more upon gover-nance systems today to make decisions that control their behavior than they did twenty years ago.

I.D Why Have People Established Governance Systems? (Economic Perspective)



K-12 Content Overview

This strand raises important questions for citizens/social studies students to be able to address:

- How do political systems serve some economic functions?
- How do economic choices confront governments?
- What economic goals do political systems promote?
- How do political decisions affect economies, advancing some economic goals at the expense of others?
- How do economic systems and conditions impact upon political systems?

The economic perspective explores how people satisfy their wants under the ever-present condition of *scarcity*. People's understanding of governance systems is limited if they fail to view those systems from an economic perspective. For one thing, governments operate as economic institutions in the sense that they produce services that satisfy some human wants. Hence, governments need resources for production — human, natural, and capital — and the methods by which they obtain them can have a profound effect upon people's lives. Those methods, we learn from history, have ranged from user fees, taxes, and borrowing money to property appropriations and slave labor. In addition, because governments have the power to make authoritative decisions within their jurisdictions, government decisions (or non-decisions) determine what the economic system will be (i.e., whether it will be predominantly traditional, command, or market). Moreover, government decisions, whether intended or not, often promote one or more economic goals (such as, economic freedom, economic efficiency, economic equity, economic security, full employment, price stability, economic growth, etc.) often at the expense of one or more others.

Because of such relationships between governance systems and economics and because in representative democracies citizens have the power to have an impact upon public policy decisions, informed, responsible citizenship requires that citizens be able to analyze their governance system from an economic perspective.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

47

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. What services do local governments, school districts, and other <i>political entities</i> produce? How do those services satisfy human <i>wants</i>? (SS3; SS4; SS7) 2. What resources do political entities need to produce services? How do they obtain and pay for those resources? (SS4; SS7) 3. What are examples of government decisions that have economic implications in communities? (SS3; SS4; SS7) 4. What <i>economic issues</i> confront political entities in communities? How should people decide about such matters? (SS1; SS3; SS4; SS7) 5. Why do national governments produce <i>money</i>? What purposes does money serve? (SS1; SS3; SS4) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate research (1.1) b. conduct research to answer questions (1.2) c. design and conduct field investigations (1.3) d. comprehend various sources of information (1.5) e. discover and describe patterns and relationships in information and ideas (1.6) f. evaluate the accuracy of information and the reliability of its sources (1.7) g. organize data, information, and ideas into useful form for analysis and presentation (1.8) h. apply acquired information to everyday life (1.10) i. plan and make written, oral, and visual presentations (2.1) j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) k. explain reasoning and identify information used to support decisions (4.1) l. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) m. recognize and practice integrity in academic work (4.4) 	<ul style="list-style-type: none"> • Set up a dramatization about a person who tries to buy a 25 cent item with a quarter, only to find he also needs to pay a sales tax. Discuss what “plus tax” means and investigate what governments do with taxes they collect. • Have students build a model community with milk cartons or construct a map and label certain buildings as public-service places (city hall, schools, streets, police department, fire department, highway department, etc.) Have the students explain the purposes of those places. • Describe what life would be like in a community and state with no government-produced goods and services. • Create a community handbook or brochure that advertises the community and its public services. • Present students with a story illustrating how money facilitates trade. For example, a girl in a barter economy needs a pen; yet the only person who has one to trade wants nothing she has to offer. • Interview various government officials to find out what they do and find out about economic decisions facing the local community. What are the choices before the community, the alternatives, and the arguments pro and con for each alternative? Propose what should be done. • Make a pie chart to show where tax money goes. • Participate in a simulated economy like “Mini Society,” where students take roles of government officials, business people, and consumers and analyze consequences of their decisions. (“Mini Society” is available from Missouri’s Centers for Economic Education. See Missouri Council on Economic Education under “Resources in Missouri.” in this framework.)
<p>SOCIAL STUDIES K-4</p>		

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

48

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How does the economic problem of <i>scarcity</i> affect people and governments? (SS4) 2. How do <i>traditional, market, command, and mixed economic systems</i> answer basic economic questions: What shall be produced? How? For whom? (SS4; SS7) 3. How are <i>public goods</i> different from <i>private goods</i>? Why do <i>political entities</i> produce public goods? (SS3; SS4) 4. What services are produced by governments at local, state, or national levels? Are all of those services public goods? (SS4; SS6; SS7) 5. How do <i>political entities</i> use taxes, user fees, and government bonds to obtain the resources they need to produce services? (SS3; SS4; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions and evaluate information and ideas (1.2) c. design and conduct field investigations (1.3) d. comprehend various sources of information (1.5) e. discover and evaluate patterns and relationships in information and ideas (1.6) f. evaluate the accuracy of information and the reliability of its sources (1.7) g. organize data, information, and ideas into useful form for analysis and presentation (1.8) h. apply acquired information to everyday life (1.10) i. plan and make written, oral, and visual presentations (2.1) j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) k. identify a problem and define its scope and elements; develop and apply strategies to prevent or resolve the problem; examine the problem and proposed solutions from multiple perspectives; assess costs and benefits of the proposed solutions; evaluate the extent to which different 	<ul style="list-style-type: none"> • Prepare a poster illustrating major services produced by <i>political entities</i> at local, state, and national levels, their benefits and costs. • Compare the relationship between business and government in the United States with that in another nation. • Compare market and command economic systems and predict how operating a business would be different in each system. • Locate examples in the media about issues pertaining to whether certain services, such as education and television programming, are better produced by private businesses or government entities. Research the issue with regard to one service area and debate the issue. • Identify an economic issue in the community or nation and use problem-solving strategies to analyze it, propose solutions, and make a decision on the “best solution.” The issue may relate to taxes or regulations. • Create a chart communicating how economic decisions made by government at the local, state, or national level affect different groups and regions. • Research local, state, and federal regulations that affect the operation of a business.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>6. Why and how do governments impose regulations on businesses? (SS4; SS6)</p> <p>7. How do decisions of governments affect the economic options of households, businesses, and local communities and give rise to economic issues? How should such issues be resolved? (SS3; SS4; SS6; SS7)</p>	<p>strategies address the problem; and evaluate the processes used in addressing the problem (3.1-3.4; 3.6-3.8)</p> <p>l. explain reasoning and identify information used to support decisions, considering what is to be decided, alternatives, likely consequences of alternatives, and criteria for judgment (4.1)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)</p> <p>n. recognize and practice integrity in academic work (4.4)</p>	

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

50

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How do <i>traditional, market, command, and mixed economic systems</i> answer basic economic questions: What shall be produced? How? For whom? How are those questions answered in the United States and other nations? (SS1; SS3; SS4; SS6; SS7) 2. In the U.S. economy, what goods and services are produced by private businesses, which by government entities, and which by both? Why do governments produce services? What issues exist in this area? How should some of them be resolved? (SS3; SS4; SS6; SS7) 3. How do different kinds of taxes vary in their <i>progressivity</i>? How do they impact upon households, businesses, and the economy? How should various tax proposals be evaluated? (SS4; SS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions and evaluate information and ideas (1.2) c. design and conduct field investigations (1.3) d. comprehend various sources of information (1.5) e. discover and evaluate patterns and relationships in information and ideas (1.6) f. evaluate the accuracy of information and the reliability of its sources (1.7) g. organize data, information, and ideas into useful form for analysis and presentation (1.8) h. apply acquired information to everyday life (1.10) i. plan and make written, oral, and visual presentations (2.1) j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) k. identify a problem and define its scope and elements; develop and apply strategies to prevent or resolve the problem; examine the problem and proposed solutions from multiple perspectives; assess costs and benefits of the proposed solu- 	<ul style="list-style-type: none"> • Identify examples of the four economic systems (traditional, market, command, and mixed) and show how they operate by poster, dramatization, or some other means. • Investigate how local governments serve economic functions (produce services, employ people, enforce regulations and contracts, etc.). Assess the need for those functions and determine if government programs are needed to carry out those functions. • Compare relationships between the government and the economy in command and market economies. • Survey the countries where conflict and instability are currently in the news and assess to what degree economic factors are among the causes. Present findings in any of a variety of ways. • Analyze an economic issue currently being debated, identifying factors giving rise to the issue, alternative policies proposed, arguments pro and con on the alternatives, and likely effects on the citizenry if one alternative rather than another is chosen. Communicate ideas, perhaps in panel discussion format or perhaps as a documentary. • Research local, state, and federal requirements for an individual to start and/or run a business. Assess benefits and costs of those requirements.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>4. How are major decisions made by private corporations? How are decisions made regarding wages, hours, and working conditions in companies that have unions? How are decisions made by multinational corporations? (SS3; SS6; SS7)</p> <p>5. Why and how do governments impose regulations on businesses? How should various regulations be evaluated? (SS1; SS3; SS6; SS7)</p> <p>6. Why do governments involve themselves with economic issues and find themselves faced with the need to make economic decisions? What <i>economic goals</i> do they try to accomplish? (SS3; SS4; SS6; SS7)</p> <p>7. How do <i>fiscal policies</i> and <i>monetary policies</i> at the national level impact upon households and businesses and upon the realization of a society's competing economic goals? (SS4; SS6; SS7)</p> <p>8. How do economic conditions (level of employment, price stability, distribution of income, etc.) impact upon politics and political systems? (SS3; SS4; SS6; SS7)</p>	<p>tions; evaluate the extent to which different strategies address the problem; and evaluate the processes used in addressing the problem (3.1-3.4; 3.6-3.8)</p> <p>l. explain reasoning and identify information used to support decisions, considering what is to be decided, alternatives, likely consequences of alternatives, and criteria for judgment (4.1)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)</p> <p>n. recognize and practice integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> • Research and report on the varied ripple effects of public policies. Such research may pertain to tax law and regulations, matching-grant programs, environmental and safety regulations, Federal Reserve Bank decisions, etc. • Interview management in a local company that is part of a multinational corporation to clarify how major decisions are made in that company and to compare how similar decisions are made in companies that are not multinational. Show findings by poster, explain the poster to other students, and answer questions of those students. • Interview management of a local company that has a union and interview local union leadership to determine what decisions in the company involve unions in the process and what role unions play in those decisions. Show findings to other students through dramatizations and answer questions of those students on how the research was carried out. • Communicate by poster what is the governance system of a present-day corporation.

I.E Why Have People Established Governance Systems? (Geographic Perspective)



K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- How do geographic factors affect the formation and development of governments and other political entities?
- What impact do geographic factors have upon people's lives, public policy issues, and political decision making?
- How do political decisions affect patterns of human movement and settlement and uses of natural resources and the environment?
- Why are geopolitical relationships in a state of constant flux?

This strand is an important one for citizens to understand because all governance systems have geographic aspects and make decisions affecting a region's physical and cultural geography. For one thing, governments are institutions that have jurisdiction over territories that are contained within geographic boundaries. In addition, because boundaries are sometimes causes for dispute, one of the functions of governments is to establish and implement procedures for settling such disputes. Moreover, decisions of government often have geographic ramifications, affecting such matters as these: locations of specific properties and types of properties (property law, zoning law, etc.); physical and human characteristics of places (zoning law, immigration law, etc.); human uses of the environment (environmental regulations, hunting laws, government construction projects, government resort to war, etc.); movement patterns for people, things, and ideas (laws affecting transportation and communication infrastructures); and human perceptions of other regions and their peoples (laws affecting travel, curriculum in public schools, etc.). Finally, just as government has an impact on matters of geography, geographic factors have an impact on government, as in cases where politicians take positions representing the **regions** from which they come or from which they want to receive support.

Evidence for the relationship between governance systems and factors of geography is easy to find — any time a person picks up the daily newspaper.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

53

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should <i>adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. What are political boundaries? Why are they important? How do geo-graphic factors influence their loca-tions? (SS3; SS 5; SS6) 2. How is the world divided into nations, nations into states, and states into counties, in which cities may be found? (SS3; SS5; SS7) 3. Where are local, state, and national laws made? Where may government offices and public properties be found in the community? (SS3; SS5; SS7) 4. How do government decisions pertain to and affect the geography of a community or region? (SS3; SS5; SS6; SS7) 5. How and why do people sometimes compete for control of the Earth's surface? How is such competition resolved in specific cases? (SS2; SS3; ss5; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate research (1.1) b. conduct research to answer questions and evaluate information and ideas (1.2) c. use technological tools and other resources to locate and select information (1.4) d. comprehend a variety of resources -written, visual, and oral (1.5) e. discover patterns in geographic information and data (1.6) f. evaluate the accuracy of information (1.7) g. organize data, information, and ideas into useful forms (charts, graphs, outlines, maps, etc.) for analysis and presentation (1.8) h. apply acquired information to different contexts (school, community, etc.) (1.10) i. plan and make written, oral, and visual presenta-tions for a variety of audiences (2.1) j. identify problems and define their scope and elements (3.1) k. develop and apply strategies to resolve or prevent problems (3.2; 3.3) 	<ul style="list-style-type: none"> • Locate state capitals and discuss why they are located where they are. • Construct a display with a geographic theme, maps, graphs, tables, and written material that interprets a political decision, such as where to build a park, highway, or airport. • Examine a map showing physical features of a park or of the region in which the local community is located. Identify which features have helped shape the community's boundaries. • Gather news clippings that describe the social and political effects of environmental changes resulting from natural disasters (floods, storms, droughts, etc.). Make a list of how governments and communities address the problems caused by those disasters and evaluate the effectiveness of those solutions. • Prepare a class atlas of student-made maps showing the school or neighborhood as well as different levels of political units: city, county, state, nation, etc. • Interview government officials from the community to find out about geography-related laws. Describe their purposes and effects. • Plan and take a field trip into the neighborhood to make a map of it and propose how it might be improved. • Map your local community and mark where different types of businesses are and why they are there. • Research why Native Americans and settlers came into conflict on the American frontier.

I.E Why Have People Established Governance Systems? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	<ul style="list-style-type: none"> l. evaluate the extent to which a strategy addresses the problem (3.7) m. explain reasoning and identify information used to support decisions (4.1) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. recognize and practice integrity in academic work (4.4) 	

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

55

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should <i>adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons.</i> (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</p> <ol style="list-style-type: none"> 1. How do <i>nation-state</i> governments relate to state or provincial governments within their borders in <i>confederal systems, federal systems, and unitary systems</i>? (SS1; SS2; SS3; SS5; SS7) 2. Where are the locations of significant places we are studying? (SS2; SS7) 3. How do conditions in physical and social geography confront governance systems with issues? How do those conditions affect decision making within and among nations? (SS2; SS3; SS4; SS5; SS6; SS7) 4. How do government decisions impact upon the physical and social geography of a region or nation? How should they be evaluated? (SS2; SS3; SS5; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions and evaluate information and ideas (1.2) c. use technological tools and other resources to locate and select information (1.4) d. comprehend a variety of resources — written, visual, and oral (1.5) e. discover and evaluate patterns in geographic information and data (1.6) f. evaluate the accuracy of information and the reliability of its sources (1.7) g. organize data, information, and ideas into useful forms (charts, graphs, outlines, maps, etc.) for analysis and presentation (1.8) h. apply acquired information to different contexts (school, community, etc.) (1.10) i. plan and make written, oral, and visual presentations for a variety of audiences (2.1) j. review and revise communications to improve accuracy and clarity (2.2) k. identify problems and define their scope and elements (3.1) 	<ul style="list-style-type: none"> • Investigate how Missouri’s boundaries were established and communicate findings. • Show by flow chart or other means how national governments relate to state governments in confederal, federal, and unitary systems of government. Examples from U.S. history include the Articles of Confederation and Confederate States of America (confederal systems), the U.S. Government and the states under the U.S. Constitution (federal system), and Missouri and its counties under the current Missouri constitution (unitary system). • Construct a class atlas that includes student-created maps which show locations of various political units studied and communicate their current and historical importance. • Plot school district boundaries on a map of the local region, trace how those boundaries have changed over time, and determine the causes and effects of the changes. Predict and evaluate likely future changes. • Formulate hypotheses on why the state capitals, universities, prisons, etc., are located where they are. Research those locations to check the hypotheses. • Create maps of the United States that inform readers of current or historical political issues that relate to geography. • Show artistically how government decisions have an impact upon the geography of a region.

What All Students Should Know

5. How and why do people sometimes compete for land and resources? How is such competition resolved in specific cases and with what consequences? (SS2; SS3; SS5; SS6; SS7)
6. In a world of *nation-states*, what is the social, political, and economic impact of organizations that transcend national boundaries (multinational corporations, political-economic alliances, and religions)? (SS2; SS3; SS4; SS5; SS6; SS7)

What All Students Should Be **Able To** Do

1. develop and apply strategies to resolve or prevent problems (3.2; 3.3)
- m. evaluate the extent to which a strategy addresses the problem (3.7)
- n. explain reasoning and identify information used to support decisions (4.1)
- o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)
- p. recognize and practice integrity in academic work (4.4)

Sample Learning Activities

- Based on historical or current events studies, construct maps that locate violent conflicts among nationality, ethnic, or religious groups over national boundaries or over who should control certain territory within a nation.
- List and specific spatial divisions within which students live (such as, national, state, county, and city boundaries; postal **ZIP** code areas; telephone areas; school district boundaries; fire protection district boundaries; cable TV boundaries). Show such boundaries on maps. Then, in teams, investigate the purposes of each of those spatial divisions and present findings in poster displays.
- Identify and analyze the geographic locations of major businesses and industries in the state, nation, or world. Describe how political entities affect the selection of the business/industry locations.

Grades **9-12**

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

57

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should <i>adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How do <i>nation-state</i> governments relate to state or provincial governments within their borders in <i>confederal systems, federal systems, and unitary systems</i>? What are the advantages and disadvantages of these <i>political systems</i>? (SS1; SS2; SS3; ss5; SS7) 2. Where are the locations of significant places we are studying? (SS2; SS7) 3. How have ecological, demographic, climatological, and social-cultural phenomena given rise to issues confronting political systems? (SS2; SS3; SS4; SS5; SS6; SS7) 4. How have physical and cultural regions of the United States influenced government decisions? (SS2; ss3; sS4; ss5; sS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and rgine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. design and conduct research, including field investigations, to answer questions and evaluate information and ideas (1.2; 1.3) c. use technological tools and other resources to locate, select, and organize information (1.4) d. comprehend a variety of resources -written, visual, and oral (1.5) e. discover and evaluate patterns in geographic information and data (1.6) f. evaluate the accuracy of information and the reliability of its sources (1.7) g. organize data, information, and ideas into useful forms (charts, graphs, outlines, maps, etc.) for analysis and presentation (1.8) h. apply acquired information to different contexts (school, community, etc.) (1.10) i. plan and make written, oral, and visual presentations for a variety of audiences (2.1) j. review and revise communications to improve accuracy and clarity (2.2) 	<ul style="list-style-type: none"> • Examine the most recent changes in local boundaries (city school district, etc.), determine what factors influenced those changes, develop a series of maps depicting the changes, and use census data to predict possible changes <i>in the future</i>. • Divide the United States into regions. Identify and describe major political issues in each region during different historical eras. • Analyze the influence of diff erent regions upon the Constitutional Convention and upon the final document. • Assuming roles of national leaders of several different nations, discuss, debate, and try to solve an international ecological problem. • Analyze the geographic and political factors which complicate the acid rain controversy between the United States and Canada. By utilizing satellite images and biological data, determine whether current solutions are addressing this environmental problem. • Design <i>afield study</i> pertaining to recent changes in the downtown area of the local community and urban planning issues related to those changes. Focusing on one of the issues, use problem-solving strategies to define it and evaluate alternative ways of addressing it. Communi- cate proposals to other students and to local government planning departments or officials.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>5. How do governance system decisions affect a region's geography? (SS2; ss3; ss5; SS7)</p> <p>6. How has competition for control of land and resources caused boundary disputes and internal disputes among cultural groups? How do those disputes vary in their capacity for ready solution? (SS2; SS3; SS5; SS6; SS7)</p> <p>7. How have geographic factors influenced the creation of international organizations (multinational corporations, political-economic alliances, and religions)? How have those organizations impacted upon the environment, human living conditions, and politics? (SS2; SS3; SS4; SS5; SS6; SS7)</p>	<p>k. identify problems and define their scope and elements (3.1)</p> <p>1. develop and apply strategies to resolve or prevent problems (3.2; 3.3)</p> <p>m. evaluate the extent to which a strategy addresses the problem (3.7)</p> <p>n. explain reasoning and identify information used to support decisions (4.1)</p> <p>o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>p. recognize and practice integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> • Based on research, plan a hypothetical field trip to enhance a study of a particular event or issue. • Create maps of the United States that inform readers about current or historical political issues that relate to geography Prepare booklets to accompany those maps that describe the issues, their underlying causes, the conflicting viewpoints, reasons why simple solutions may be illusive, and suggestions for solutions. • Conduct research to determine the geographic and political factors that impact upon the location of a business locally, nationally, or internationally, and present findings. • Based upon research, show the impact of governance system decisions upon a geographic region in some creative way and answer questions about how the research was carried out. • Conduct a scavenger hunt through such magazines as <i>National Geographic</i>, <i>Natural History</i>, <i>Missouri Resources</i> (available free to Missouri residents from the Missouri Department of Natural Resources), and <i>Missouri Conservationist</i> (available free to Missouri residents from the Missouri Department of Conservation) to find visual images of the consequences of governance system decisions that have had a positive or negative impact upon the environment. Report findings in some creative way • Search in the media or history books for examples of issues where people living in a region differ in their vision of what their region should be. (For example, cowboys, Plains Indians, and "sodbusters" living in the Great Plains had conflicting visions of the land and how it should be used.) Communicate findings by poster.